**K-5 ELA Lesson Plan**

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| **Teacher: Deborah Donnell** | | **Grade: 1st** | | | **Date(s)**: 3-4 days |
| **Unit Title: Wanted! A Few Good Friends…** | | | **Corresponding Unit Task: 1, Creating a song about rules** | | |
| **Essential Question(s): How can I become a good citizen? How can I follow rules?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **Word Wall, Graphic organizer for ideas about Good Citizen, Pearce Patriot Pledge, Poster paper for class song; Read aloud: Rules & Laws (pp. 29-30 Harcourt/SS); & Following Rules (by Robin Nelson); Writing Paper/Journals/White Boards; Checklist for Creating a Song** | | | | **Chores-tasks that need to be completed**  **Community-the area where a group of people live or interact with each other**  **Litter-to leave trash on the ground**  **Respect-to follow and obey a set of rules**  **Rules-words that tell us how to act or behave** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Standards:**  **RL.1.1/RI.1.1 – Ask and answer questions about key details in the text.**  **RL.1.2** - Retell stories, including key details, and demonstrate understanding of their central message or lesson.  **RI.1.4** - Ask and answer questions to help determine or clarify the meaning of words and phrases in the text. **RL.1.10** - With prompting and support, read prose and poetry of appropriate complexity for grade 1 **RI.1.10** - With prompting and support, read informational texts appropriately complex for grade 1 **RI.1.7** - Use the illustrations and details in a text to describe its key ideas    **I Can Statement(s): ask/answer questions about key details in the**  **text;,retell stories; read prose, poetry, or informational texts with prompting and support; identify the main topic; ask/answer questions to determine/clarify meaning of words/phrases; use illustrations and details to describe key ideas**    **Instructional Plan:**  **Review rules they had in kindergarten and why those rules were important.**  **View school created video of students following rules in various settings &**  **Discuss what those rules are and why they need to be followed.**  **Students will listen as pp. 29-30 SS is read and the story “Following Rules” (or similar text) and then discuss what the characteristic of good citizens are.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards:**  **W.1.8** - With guidance and support from adults, recall information from experiences or gather information from provided sources (e.g., books, computers) to answer questions  **L.1.1** - Demonstrate command of the conventions of standard English Grammar when writing or speaking.   1. Print all upper and lowercase letters. 2. Use common and possessive nouns 3. Use personal, possessive, and indefinite pronouns (e.g.: *I, me, my; they, them, their; anyone, everything*.) 4. Use determiners (e.g.: *articles, demonstratives*).   Produce and expand complete simple and compound declaratives,  interrogative, imperative, and exclamatory sentences in response to prompts  **L.1.2** - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   1. Capitalize dates and names of people. 2. Use end punctuation for sentences. 3. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.   Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions  **I Can Statement(s): demonstrate with guidance/support recall info from experiences or gather info from sources to answer questions; Use standard English conventions when writing or speaking; use capitalization, punctuation, conventional spelling/phonetic spelling**  **Instructional Plan:**  **Students will recall rules that make a good citizen and record them on a graphic organizer.**  **These will be consolidated into 5-6 rules stated in a positive manner.**  **Students will be guided through the process of creating a song using their classroom rules. London Bridge is Falling Down or another familiar tune will be used. The teacher will guide, model the first line, record the first line and**  **subsequent ones volunteered by students. Teacher will guide students in editing their song.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards:**  **L.1.4 -** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.  Use sentence-level context as a clue to the meaning of a word or phrase  **I Can Statement(s): determine/clarify the meaning of unknown/multi meaning words/phrases at Grade 1 Level.**  **Instructional Plan: Words/phrases will be explained in context as they come up in text and discussions.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards:**  **L.1.1** - Demonstrate command of the conventions of standard English Grammar when writing or speaking.   1. Print all upper and lowercase letters. 2. Use common and possessive nouns 3. Use personal, possessive, and indefinite pronouns (e.g.: *I, me, my; they, them, their; anyone, everything*.) 4. Use determiners (e.g.: *articles, demonstratives*).   **I Can Statement(s): listen to information and share my ideas with others.**  **Instructional Plan: Once developed, students will reread/memorize the class song.** | | | | |
| **Closing/Summarizing Strategy** | **Students will tour the school, examine any posted rules, and articulate and model rules that they are following in/out of the classroom.** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **Students can select one of the class rules and illustrate it in their journals.** | | **Students will have opportunities to demonstrate the rules on a daily basis.** | | | **The song written for the classroom rules will be posted for future reference. Words will be posted on the ELA word wall.** |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s): Checklist for creating a song; observation on daily basis to determine their level of understanding.** | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*